R E P O R T R E S U M E S

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A SELECTED BIBLIOGRAPHY FOR PROGRAMING PHYSICAL EDUCATION AND RECREATIONAL ACTIVITIES FOR THE MENTALLY RETARDED.

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CONTAINING 93 ANNOTATED REFERENCES TO BOOKS, PAMPHLETS, AND JOURNAL ARTICLES FROM 1937 THROUGH 1966, THIS BIBLIOGRAPHY IS DESIGNED FOR TEACHERS, RECREATION PERSONNEL, PARENTS, AND COUNSELORS. LISTINGS INCLUDE A SECTION OF REFERENCES ON RECREATIONAL ACTIVITIES AND PHYSICAL EDUCATION FOR THE MENTALLY HANDICAPPED, AS WELL AS A SECTION ON THE GENERAL SUBJECTS OF MENTAL RETARDATION, PHYSICAL EDUCATION, AND RECREATION. (MY)

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
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A SELECTED BIBLIOGRAPHY

FOR PROGRAMING PHYSICAL EDUCATION AND RECREATIONAL ACTIVITIES

FOR THE

MENTALLY RETARDED

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PROJECT ON RECREATION AND FITNESS FOR THE MENTALLY RETARDED
AMERICAN ASSOCIATION FOR HEALTH, PHYSICAL EDUCATION, AND RECREATION
A department of the National Education Association
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PART I

Sources of activities for teachers, recreation personnel, parents, counselors, and others charged with the responsibility of organizing, conducting, administering, and supervising physical education and recreation programs for the mentally retarded.

Adult Physical Fitness. President's Council on Physical Fitness. Washington, D.C.: Superintendent of Documents, U.S. Government Printing Office, 1963.

Well illustrated and clearly defined programs for men and women are outlined which are progressive and adaptable for family use. Warm-up activities appropriate for all age groups are included.

Andrews, Gladys. *Creative Rhythmic Movement for Children*. Englewood Cliffs, N.J.: Prentice-Hall, Inc., 1954.

This book is predicated upon the premise that children are different and that they all possess varying degrees of creativity. Since movement is a natural and vital means of expression, the book uses movement education, exploration, and development as a means for developing better ways of understanding and working with children. The methods discussed have proved to be quite effective with retarded children of all levels. There are sections devoted to resources and a bibliography of movement education.

Andrews, Gladys; Saurborn, Jeannette; and Schneider, Elsa. *Physical Education for Today's Boys and Girls*. Boston, Mass.: Allyn and Bacon, Inc., 150 Tremont St., 1960.

The authors integrate the needs and interests of boys and girls into a sound and comprehensive program establishing movement as its basic foundation. Contains detailed instructions for many approaches to physical education instruction.

Avedon, Elliott M., and Arje, Frances B. *Socio-Recreative Programming for the Retarded: A Handbook for Sponsoring Groups*. New York, N.Y.: Bureau of Publications, Teacher's College, Columbia University.

The emphasis is upon developing a rationale and procedure for organizations and groups of all types to develop recreation programs for the retarded. Pertinent chapters deal with ways and means of sparking community action and models for such programing. Sections listing source materials, including consultation and related sources, selected bibliographical materials, and sample forms, are helpful and valuable to the administrator, supervisor, and professional involved in the program.

Bancroft, Jesse. *Games*. New York, N.Y.: Macmillan Company, 60 Fifth Ave., 1937.

This is a standard source for games and activities. Sections outline numerous athletic and sports activities; active, social, and quiet games; stunts and contests; singing games; bean bag games; ball games; and track and field events. Information concerning the place and space needed, the grade or age group, the number of players, and a description of the activity is given for each event listed. A complete classification index facilitates use of the book.

Basic Guide for Volunteers in Teaching Physically Handicapped Children To Swim. Worcester, Mass.: Bay State Society for the Crippled and Handicapped.

Intended as a supplement to the American Red Cross Instructor's Manual *Swimming for the Handicapped*. This guide concerns basic techniques and procedures at the beginner level, to instruct the volunteer assistant in the special needs of handicapped children. Sections cover the value of swimming for the handicapped, precautions and hazards to be considered in the swimming program, teaching methods and techniques, code of volunteer rights and obligations, suggested water games, and skill progression for the beginner.

Bauer, Lois M., and Reed, Barbara A. *Dance and Play Activities for the Elementary Grades*. New York, N.Y.: Chartwell House, Inc., 1960.

Contains experiences adjusted to suit the physical and emotional level of the child at each grade.

Blake, O. William, and Volpe, Ann M. *Lead-Up Games to Team Sports*. Englewood Cliffs, N.J.: Prentice-Hall, Inc., 1964.

This book is a single source of good games "leading-up" to team sports. Lead-up games to basketball, field hockey, lacrosse, soccer, football, softball, speedball, and volleyball are included. Basic skill charts are included for each activity showing the skills that are developed through each game. Complete details of all games are given along with appropriate illustrations.

Carlson, Bernice Wells, and Ginglend, David R. *Play Activities for the Retarded Child*. Nashville, Tenn.: Abingdon Press, 201 Eighth Ave. S., 1961.

A guide for parents and teachers, the experienced or the inexperienced in conducting play and recreational activities for the retarded. Sections include specific play activities in these categories: games, crafts, musical activities, and informal and imaginative play. The needs and special problems of the retarded are discussed. Activities are classified also on the basis of developmental areas: mental health, social, physical, language, and intellectual.

Chapman, Fred M. *Recreation Activities for the Handicapped.* New York, N.Y.: Ronald Press, 15 E. 28th St., 1960.

Activities are discussed and classified according to these categories: arts and crafts, dance, dramatics, hobbies and special interest, musical, nature and outing, social recreation, special events, sports and games, and audiovisual activities. Sections on firms and organizations dealing in equipment and supplies applicable for the program, and a comprehensive bibliography are quite good and valuable. Activities are also indexed according to diagnostic groups.

Clarke, H. Harrison, and Haar, Franklin B. *Health and Physical Education for the Elementary School Classroom Teacher.* Englewood Cliffs, N.J.: Prentice-Hall, Inc., 1964.

A standard elementary school physical education textbook. Chapters deal with specific activities in these areas: exercises, stunts, and apparatus; games and sports; rhythms and singing dances; and folk dances. Activities are classified into three categories according to developmental level of the child. Excellent chapters also deal with the need for physical education, the objectives of the program, child growth, and individual differences in the attainment of motor skills.

Cureton, Thomas K. *Physical Fitness and Dynamic Health.* New York, N.Y.: Dial Press, 750 Third Ave., 1965.

In addition to the "why" of physical fitness, the author presents a series of simple tests by which fitness can be measured; outlines in carefully illustrated detail a program for getting into top-notch condition. A system of exercies for developing particular points of the body is included.

Cycling in the School Fitness Program. Washington, D.C.: American Association for Health, Physical Education, and Recreation, 1201 Sixteenth St., N.W., 1963.

Various aspects of cycling for fitness are outlined in detail. The contributions of cycling to fitness (physical, psychological, emotional, and social) are explored. Sections discuss bicycle clubs, competitive cycling, and cycling in the physical education and recreation programs.

Dauer, Victor P. *Fitness for Elementary School Children Through Physical Education.* Minneapolis, Minn.: Burgess Publishing Co., 426 S. Sixth St., 1962.

This is a well organized and developed book which approaches fitness from many angles. Chapters are devoted to various types of activities (relays, games, basic skills, movement, rhythms, folk dance, specific sports) for the various levels (primary and intermediate). Programs are further explored for each grade level. One chapter deals with fitness from an exercise point of view.

DeWitt, R.T. *Teaching Individual and Team Sports.* Englewood Cliffs, N.J.: Prentice-Hall, Inc., 1953.

Twenty-five different sports and games are discussed by individuals who have proved their excellence as teachers of these activities. Each chapter deals with the background, basic skills, teaching procedures, skill tests, definitions of terms, and a selected bibliography for the respective activities.

Diem, Liselott. *Who Can?* Downers Grove, Ill.: Gretel & Paul Dunsing, George Williams College, 555-31st St.

This book illustrates and outlines programs and procedures for the development of ball skills and basic body movements.

Donnelly, Richard J.; Helms, William G.; and Mitchell, Elmer D. *Active Games and Contests.* Second edition. New York, N.Y.: Ronald Press, 15 E. 26th St., 1958.

Covering the entire scope of active play, this book contains selections to fit almost any occasion. Traditional and well-known games and contests, together with new, original, and unique activities are presented.

Fabricius, Helen. *Physical Education for the Classroom Teacher.* Dubuque, Iowa: Wm. C. Brown, 135 S. Locust St., 1965.

Written so that the nonspecialist in physical education can guide and direct children through a series of physical education activities that will contribute to their growth, development, and health. Activities are classified by grade level to assure progression.

Fait, Hollis F. *Physical Education for the Elementary School Child.* Philadelphia, Pa.: W.B. Saunders Co., W. Washington Sq., 1964.

A definitive explanation of the program of instruction for grades 1 through 6.

Farina, Albert M.; Furth, Sol H.; and Smith, Joseph M. *Growth Through Play.* Englewood Cliffs, N.J.: Prentice-Hall, Inc., 1959.

This book is organized by age levels, giving developmental characteristics, neuromuscular development, and social development. A selected representative sample of activities is included for each of the age groups.

Fun at the Meeting Place. National 4-H Supply Service by special arrangement with University of Illinois Extension Service in Agriculture and Home Economics.

A good selection of a variety of active, quiet, and passive recreational activities are described. Most of these are appropriate for and have been used successfully with the retarded.

Fun for Happier Families. Baton Rouge, La.: Louisiana State University and Agricultural and Mechanical College (Division of Agricultural Extension), Publication 1191, January 1956.

> Recreational activities in which the entire family can participate are described. Included are outdoor games, indoor games, and outdoor cooking. Activities are fully explained and illustrated where applicable.

Fun for Your Family. Ithaca, N.Y.: Cornell University (New York State College of Home Economics), Bulletin 791, November 1955.

> This is a comprehensive exploration of the why, what, and how of family recreation. Samples of specific types of activities are listed, and a selected bibliography of more complete sources is given for each of the categories discussed.

Games and Self-Testing Activities for the Classroom. Washington, D.C.: Superintendent of Documents, U.S. Government Printing Office, 1954.

> Selected games and self-testing activities appropriate for use indoors where space limitations must be considered are outlined. Numerous practical suggestions are offered along with other sources in which more thorough treatment of these activities is given are valuable contributions of this pamphlet.

Games for Small Groups. National 4-H Supply Service by special arrangement with University of Illinois Extension Service in Agriculture and Home Economics.

> A good selection of a variety of quiet games, circle games, team games, relays stunts, and challenges is given. These are activities appropriate for small groups and adaptable for indoor or outdoor use. Additional sources and hints for leading games are also outlined.

Games of a High and Low Organization Nature. Nashville, Tenn.: Recreation Department.

> This is a publication designed for summer playground workers. It contains games for all ages and levels that can be used in the physical education and recreation programs for the retarded.

Geri, Frank H. *Games, Rhythms, and Stunts for Children.* Englewood Cliffs, N.J.: Prentice-Hall, Inc., 1957.

> This book lists a variety of games suitable for both large and small groups. The illustrations and descriptions of the skills and drills help to demonstrate correct techniques, and the chapter on safety is noteworthy.

Gilb, Stella. *The Gilb Revised Card File of Games.* Lexington, Ky.: Hurst Publishing Co., 1962.

> Games for all ages and all occasions are classified as to exercise, lead-off, second choice, and end-up. Activities are appropriate for

the playground, gymnasium, classroom. Each game is given on a removable card that lists the type of game, grade level, where it can be played, number of players, equipment needed, directions for playing, diagrams, and teaching suggestions. Several cards deal with formations, relays, rhythms, safety considerations, and general hints and suggestions.

Ginglend, David, and Gould, Kay. *Day Camping for the Mentally Retarded.* New York, N.Y.: National Association for Retarded Children, 420 Lexington Ave., 1962.

A complete exploration of day camping for the retarded. This deals with organization, staffing, operation, evaluation, and home-community-camp relationships. Appendices deal with such practical problems as budget, job descriptions, forms, and bulletins. A bibliography on camping is included.

Ginglend, David R., and Stiles, Winifred E. *Music Activities for Retarded Children: A Handbook for Teachers and Parents.* Nashville, Tenn.: Abingdon Press, 201 Eighth Ave. S., 1965.

The importance of music in the learning process of the mentally retarded is discussed. Specific song material and simple folk dances with practical hints are listed in detail. Hints for using the record player, autoharp, and percussion instruments are listed. Sources of printed material, records, and instruments usable in the program are also listed.

Gowing, Gene. *The Square Dancers' Guide.* New York, N.Y.: Crown Publishers, Inc., 419 Park Ave. S.

This complete book about all types of American folk dancing covers all the basic patterns, the essentials for square dance leaders and callers, and a treasury of 54 favorite folk dances with full directions, calls, tunes, and sample programs.

Harbin, E.O. *The Fun Encyclopedia.* Nashville, Tenn.: Abingdon Press, 201 Eighth Ave. S., 1960.

Over 2400 suggested activities of all types are listed in these categories: quizzes, mental games, nonsense games, musical activities, quiet games for large and small groups, brain teasers, riddles, party plans, fun on special days and holidays, outdoor activities, picnic plans, hiking, camping, hobbies, crafts, dramatics, and musical programs.

Hindman, Darwin. *Complete Book of Games and Stunts.* Englewood Cliffs, N.J.: Prentice-Hall, Inc., 1956.

This is a complete collection of games of all types that can be played in a variety of settings. A distinctive feature is its logical classification of activities. Major divisions include indoor games--quiet games and stunts; active games, contests, and stunts; puzzles and problems; active games--tag, running, dodgeball games; combat, stunt, and alertness games; target games; propel and catch games; bombardment games; baseball games; and goal games.

Homemade Games. National 4-H Supply Service by arrangement with Agricultural Extension Service, College of Agriculture, University of Wisconsin.

Materials, construction instructions, and playing directions for a variety of games that can be used in several parts of the complete recreation program are given. Both construction and final game are of the kind which have been successfully used with the retarded.

How We Do It Game Book. Washington, D.C.: American Association for Health, Physical Education, and Recreation, 1201 Sixteenth St., N.W., 1964.

Collection contains games which have been developed by teachers and recreation leaders to fill a need for activity, lead-up skills, and variety in the program. Games designed for instruction and fun for children (youth and adults) are classified according to game type: badminton, handball, tennis, basketball, bowling, dodge, football, low organized, golf, hockey, lacrosse, baseball, kickball, softball, soccer, speedball, and volleyball.

Hunt, Sarah E. *Games and Sports the World Around*. Third edition. New York, N.Y.: Ronald Press, 15 E. 26th St., 1964.

Provides teachers and recreation leaders with a comprehensive source of play activities drawn from all parts of the world. Age level, number of players, playing areas, supplies, type of game, intellectual appeal are given for each game. Activities are indexed and organized by country.

Kephart, Newell C. *The Slow Learner in the Classroom*. Columbus, Ohio: Charles E. Merrill Books, Inc., 1300 Alum Creek Dr., 1960.

Two chapters, "Motor Bases of Achievement" and "Sensory Motor Training," are particularly good. The former deals with the muscular basis of behavior, posture, laterality, directionality, and body image. The latter deals with specific activities (walking board, balance board, trampoline, stunts, games, and rhythms). There is a good section on testing the sensory-motor ability of the youngster.

Latchaw, Marjorie. *A Pocket Guide of Games and Rhythms for the Elementary School*. Englewood Cliffs, N.J.: Prentice-Hall, Inc., 1956.

Games are divided by categories: running-tagging, throwing-catching, kicking, striking, relays, races, rhythms, and classroom games. Within each category, games are broken down by grade levels (1-2, 3-4, 5-6). An excellent feature of this book is its evaluative check list for each activity. Prior to each section is listed the proper mechanics in executing the basic fundamentals involved in the games.

McCoy, Mary E., editor. *Recreational Games and Sports*. Washington, D.C.: American Association for Health, Physical Education, and Recreation, 1201 Sixteenth St., N.W., 1963.

This booklet stresses a variety of activities for the comprehensive recreation program. Included are recreational dances, novelty dances, grand march variations, rainy day activities, homemade games, and specific individual-dual activities with rules and diagrams.

McNeice, William C., and Benson, Kenneth R. *Crafts for the Retarded: Through Their Hands They Shall Learn.* Bloomington, Ill.: McKnight and McKnight Publishing Co., Rte. 66 at Towanda Ave., 1964.

This has been written primarily for teachers, parents, and others who work with those who have some degree of retardation. It is an excellent resource which provides practical, sequential, and creative arts and crafts projects for the retarded. The projects are coded to indicate the use of small or large muscles, the degree of difficulty, and the required time for completion of the project. There are sections on the use of common tools and the selection of materials for use in the program.

Miller, Arthur G., and Whitcomb, Virginia. *Physical Education in the Elementary School Curriculum.* Englewood Cliffs, N.J.: Prentice-Hall, Inc., 1963.

Sections are devoted to the organization and administration of the physical education program. The bulk of the book deals with activities of various types at different levels. There is an excellent section on integration of physical education with other areas of the program that is quite appropriate for a program for the retarded.

Morgan, R.E., and Adamson, G.T. *Circuit Training.* London, England: G. Bell and Sons. Ltd., 1959.

The first complete and authentic account of circuit training ever published. The principles and methods of circuit training, descriptions and photographic illustrations of recommended exercises, and observations on exercise selection and classification, supported by the detailed analysis of individual exercises make up the major part of this book. This program has been successfully used with the retarded.

Nagel, Charles. *Play Activities for Elementary Grades.* St. Louis, Mo.: C.V. Mosby Co., 3207 Washington Blvd., 1964.

This is a convenient source of indoor activities for children of elementary school age. Activities include games, relays, stunt play, and fitness tests. Games are organized according to quickly organized games, (quiet, semiactive, and active), relays, stunt play, and fitness tests. Information given for each game includes equipment required, values and skills, grade level, and the type of activity.

Orlick, Emanuel, and Orlick, Mosley. *Teacher's Illustrated Handbook of Stunts.* Englewood Cliffs, N.J.: Prentice-Hall, Inc., 1963.

Well illustrated with stick figures, this book deals with warm-up activities, individual activities, dual activities, and group activities. Features include safety hints, categorization, and emphasis by chronological age levels.

Physical Conditioning. Washington, D.C.: Department of the Army (TM 21-200), December 1957.

Many of the activities that are included in the army's conditioning program are adapted from elementary school activities. There are excellent sections on games, relays, obstacle and confidence courses, exercises and calisthentics, combatives, and guerrilla (astronaut) drills.

Physical Education for High School Students. Washington, D.C.: American Association for Health, Physical Education, and Recreation, 1201 Sixteenth St., N.W., 1960.

Chapters are devoted to sports (20), dance (4), and games and parties (2). Included in each chapter are sections dealing with the activity itself, basic skills, expected rules of sportsmanship, safety hints and suggestions, required equipment, teaching methods and techniques, and terms used in the activity.

Physical Fitness Elements in Recreation: Suggestions for Community Programs. President's Council on Physical Fitness. Washington, D.C.: Superintendent of Documents, U.S. Government Printing Office, 1962.

Outlines activities of the community recreation program that can make specific contributions in the development of physical fitness. A wide variety of activities are discussed within this frame of reference.

Perry, Natalie. *Teaching the Mentally Retarded Child.* New York, N.Y.: Columbia University Press, 2960 Broadway, 1960.

This contains background and research materials. One chapter deals with physical activities classified according to beginner, intermediate, and advanced.

Pomeroy, Janet. *Recreation for the Physically Handicapped.* New York, N.Y.: Macmillan Co., 60 Fifth Ave., 1964.

Comprehensive treatment dealing with how the private agency or community itself can begin a recreation program for the handicapped; qualifications and duties of leaders in the program; financing the program; public relations; program planning; transportation; facilities; and equipment. Individual chapters deal with the program activities themselves, including music, dance, arts, and crafts, games, and sport. Particular emphasis is given to adaptations of activities for the handicapped. A complete bibliography is given by chapter topic.

Prudden, Bonnie. *Is Your Child Really Fit?* New York, N.Y.: Harper and Row, 49 E. 33rd St., 1966.

The original White House Report concerning the physical fitness of American youth is expanded upon, discussing the problem of American unfitness and its serious implications for the country. Various attacks and approaches are explored and explained in detail. There are chapters on activities and evaluation of fitness of children and adults.

Recreation for the Mentally Retarded: A Handbook for Ward Personnel. Atlanta, Ga.: Southern Regional Education Board, 130 Sixth St., N.W., 1964.

This handbook was developed as part of the Attendant Training Project. Included are sections dealing with the philosophy and theory of recreation for the retarded, the role of the attendant in providing recreation for the retarded, and selecting activities best suited for the retarded. The bulk of the book is devoted to descriptions of a variety of active games, music and rhythms, quiet and table games, arts and crafts, and homemade games and equipment. Space is provided for coding and indexing activities according to the individual's subjects.

Rhythmic Activities: Grades K-6. Washington, D.C.: American Association for Health, Physical Education, and Recreation, 1201 Sixteenth St., N.W., 1964.

Designed for the classroom teacher. Deals with the needs for rhythmic experiences, approaches for movement experiences, selecting rhythmic activities, developing rhythmic skills, integrating rhythmic experiences. Includes list of resource materials.

Robins, Ferris, and Robins, Jennet. *Educational Rhythmics for Mentally Handicapped Children.* New York, N.Y.: Horizon Press, 156 Fifth Ave., 1965.

This book presents the approach of a group in Switzerland in using fundamental rhythms in dealing with the retarded. The book is well illustrated, and explanations of the various movements are well described. Activities are progressive in moving from the simple to the more difficult. Activities are of the type known as movement exploration in this country.

Royal Canadian Air Force Exercise Plans for Physical Fitness. Mt. Vernon, N.Y.: This Week Magazine.

This outlines the famous XBX 12-minute per day program for women and 5bX 11-minute per day program for men. The favorable aspects of this program are its progressive nature and the fact that all body areas are included. This is adaptable for total family use and has been used successfully with the retarded.

Schen, Elizabeth, and others. *Physical Education Methods for Elementary Schools.* Philadelphia, Pa.: W.B. Saunders, W. Washington Sq., 1949.

This is a standard elementary school text. It deals with the teacher, the program (planning), games of low organization, games of high organization, sports units and skills, individual and dual games, rhythms. One of the strongest points is the progressive approach to all activities.

Schlotter, Bertha, and Svendsen, Margaret. *An Experiment in Recreation with the Mentally Retarded.* Revised edition. Springfield, Ill.: State Department of Public Welfare, 1951.

This describes an experiment in recreation programing at the Lincoln State School and Colony. Detailed analysis and discussion are given

to organization of the program, participants' response to activities, play equipment and facilities used. Activities are indexed in five ways: alphabetical, complexity, motor activity, equipment, social interaction. Much emphasis is placed upon the importance of mental age in selecting activities for the recreation program for the retarded.

Schneider, Elsa, editor. *Physical Education in Small Schools.* Washington, D.C.: American Association for Health, Physical Education, and Recreation, 1201 Sixteenth St., N.W., 1948.

Games, relays, self-testing activities, rhythmic activities, and classroom activities are discussed and outlined. Information for each activity includes space needed, equipment requirements, number of players, formations used, the game itself, scoring regulations, and teaching hints and suggestions.

Schwartz, Alvin. *A Parent's Guide to Children's Play and Recreation.* New York, N.Y.: Collier Books, 60 Fifth Ave., 1963.

This is an introduction to the play activities that most children enjoy. It is practical, imaginative, and beneficial to parent, teacher, counselor, recreation leader, etc. There is a chapter on games as well as others on a variety of recreational activities. This book shows what can be done with a minimum of equipment and a maximum of initiative.

Seaton, Don C.; Clayton, Irene A.; Leibee, Howard C.; and Messersmith, Lloyd. *Physical Education Handbook.* Second edition. Englewood Cliffs, N.J.: Prentice-Hall, Inc., 1954.

Thirty different sports and athletic games are thoroughly discussed. All of the important information for the teacher or recreation worker is included.

Sports Library for Girls and Women. Washington, D.C.: American Association for Health, Physical Education, and Recreation, 1201 Sixteenth St., N.W.

Contains twelve guides dealing with aquatics, archery, riding, basketball, bowling, fencing, golf, field hockey, lacrosse, gymnastics, outing activities, winter sports, soccer, speedball, softball, tennis, badminton, track and field, and volleyball which stress teaching skills and discuss proven techniques. Official rules are included.

Stanley, D. K., and Waglow, I.F. *Physical Education Activities Handbook.* Boston, Mass.: Allyn and Bacon, Inc., 150 Tremont St., 1964.

Thirty different sports and athletic games are thoroughly discussed. All of the important information for the teacher or recreation worker is discussed.

Stein, Julian U. "A Practical Guide to Adapted Physical Education for the Educable Mentally Handicapped." Washington, D.C.: *Journal of Health, Physical Education, Recreation,* 1201 Sixteenth St., N. W., December 1962, p.30.

Curriculum guidelines, activities, teaching hints, and suggestions are outlined and discussed in detail for the organizing, conducting,

administering, and supervising a physical education program for the mentally retarded. Article describes program and practices that have been successfully used over a period of several years.

Swimming for the Mentally Retarded. New York, N.Y.: National Association for Retarded Children, 420 Lexington Ave., 1958.

A practical approach is developed for teaching swimming to the mentally retarded. Sections deal with organizing the program, the program itself, including values, objectives, skills to be taught, and teaching suggestions and procedures. Forms used for admission, health certification, and progress records are included.

Teach Johnny to Swim. Washington, D.C.: American National Red Cross, 17th St. between D & E Sts., N.W., 1957.

Geared to parents and nonprofessionals for teaching children to swim, this deals with readiness activities, practice plans, breathing techniques, basic skills, and teaching the complete stroke. Presents a logical and progressive sequence of activities for teaching the various skills.

van der Smissen, Betty, and Knierim, Helen. *Fitness and Fun Through Recreational Sports and Games.* Minneapolis, Minn.: Burgess Publishing Co., 426 S. Sixth St., 1964.

A handy reference book that lists individual and dual sports, active skill games, board games, puzzles, and tricks. Lists of sources for obtaining special rules for activities and suppliers of equipment are included.

Vigor. President's Council on Physical Fitness. Washington, D.C.: Superintendent of Documents, U.S. Government Printing Office.

A complete exercise plan for boys ages 12 to 18.

Vim. President's Council on Physical Fitness. Washington, D.C.: Superintendent of Documents, U. S. Government Printing Office.

A complete exercise plan for girls ages 12 to 18.

Werner, George I. *After-School Games and Sports.* Washington, D.C.: American Association for Health, Physical Education, and Recreation, 1201 Sixteenth St., N.W., 1964.

Another in AAHPER's Classroom Teacher Series, this manual presents adaptations of games suitable for youngsters in grades 4,5, and 6, with information about how to plan and lead after-school programs of physical activity.

Young, Helen L. *A Manual-Workbook of Physical Education for Elementary Teachers.* New York, N.Y.: Macmillan Company, 60 Fifth Ave., 1963.

Shows how to create a physical education program to meet the needs of any elementary classroom situation. Describes numerous activities with methods for teaching them.

Youth Physical Fitness: Suggested Elements of a School Centered Program. President's Council on Physical Fitness. Washington, D.C.: Superintendent of Documents, U.S. Government Printing Office, 1961.

This deals with identification of physically underdeveloped children and procedures designed to improve their performance. Contains activities that can be done individually as well as in class situations. Outlines both screening and diagnostic testing procedures. Well illustrated and graded according to level for all activities.

PART II

For the interested reader, professional, parent, or volunteer, who is desirous of delving deeper into mental retardation, physical education, or recreation, the following sources are noted:

Blodgett, Harriet E., and Warfield, Grace J. *Understanding Mentally Retarded Children.* New York, N.Y.: Appleton-Century-Crofts, 60 E. 42nd St., 1959.

Bucher, Charles A., and Reade, Evelyn M. *Physical Education and Health in the Elementary School.* New York, N.Y.: Macmillan Company, 60 Fifth Ave., 1964.

Clarke, H. Harrison, and Clarke, David H. *Developmental and Adapted Physical Education.* Englewood Cliffs, N.J.: Prentice-Hall, 1963.

Daniels, Arthur S., and Davies, Evelyn A. *Adapted Physical Education.* Second edition. New York, N.Y.: Harper & Row, Publishers, 49 E. 33rd St., 1965.

Dybwad, Gunar. *Challenges in Mental Retardation.* New York, N.Y.: Columbia University Press, 2960 Broadway, 1963.

Fait, Hollis F. *Adapted Physical Education.* Philadelphia, Pa.: W.B. Saunders Company, W. Washington Sq., 1960.

Garton, Malinda D. *Teaching the Educable Mentally Retarded.* Springfield, Ill.: Charles C. Thomas, Publisher, 301-327 E. Lawrence Ave., 1961.

Goals for American Recreation. Washington, D.C.: American Association for Health, Physical Education, and Recreation, 1201 Sixteenth St., N.W., 1964.

Goldstein, Herbert. *The Educable Mentally Retarded in the Elementary School.* What Research Says to the Teacher #25. Washington, D.C.: National Education Association, 1201 Sixteenth St., N.W., 1962.

Hunsicker, Paul. *Physical Fitness.* What Research Says to the Teacher #26. Washington, D.C.: National Education Association, 1201 Sixteenth St., N.W., 1962.

Hunt, Valerie V. *Recreation for the Handicapped.* Englewood Cliffs, N.J.: Prentice-Hall, Inc., 1964.

Ingram, Christine P. *Education of the Slow-Learning Child.* New York, N.Y.: Ronald Press, 15 E. 26th St., 1953.

Jordan, Thomas E. *The Mentally Retarded.* Columbus, Ohio: Charles E. Merrill Books, Inc., 1300 Alum Creek Dr., 1961.

Kelly, Ellen D. *Adapted and Corrective Physical Education.* Fourth edition. New York, N.Y.: Ronald Press, 15 E. 26th St., 1965.

Kirk, Samuel A. *Educating Exceptional Children.* Boston, Mass.: Houghton Mifflin Co., 2 Park St., 1962.

Kirk, Samuel A., and Johnson, G. Orville. *Educating the Retarded Child.* Cambridge, Mass.: Riverside Press, 1951.

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PART III

Reference lists for further study of the subject of recreation and the mentally retarded.

A Bibliography for Parents and Professional in the Area of Recreation for the Mentally Retarded. New York, N.Y.: National Association for Retarded Children, 420 Lexington Ave. .

Books, articles, and reports dealing with community recreation, camping, swimming, and scouting are listed individually. There are additional sections listing similar sources for institutional recreation and pertinent research references. All sources are identified which are particularly recommended for parents and volunteer workers.

A Guide to Books on Recreation. New York, N.Y.: National Recreation Association, 8 W. Eighth St.

Comprehensive list of books and other recent publications in the field of recreation. Includes pamphlets and "how to" guides on activities for special groups.

NOTE: Inclusion in this list does not necessarily mean that the book is still in print. While most titles may still be purchased from the publisher indicated, some may only be available in libraries.

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